



## Language Skill

### Skill for Success: Writing

**Task:** Complete a short form with personal information - Employment.

Language for Success (LFS)	
Level	Pre-SFS / CLB 2
CLB relates to SFS (from LFS Framework)	Write simple phrases and some very short, simple sentences about something very familiar.
CLB Skills and Competencies	<p>Writing:</p> <ul style="list-style-type: none"> <li>• Interacting with others</li> <li>• Getting things done</li> </ul> <p>Communication:</p> <ul style="list-style-type: none"> <li>• Sharing information</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Comprehending information</li> </ul>
Estimated Time	Approximately 1.5 hours

Knowledge and Context	
Grammar and Language Focus	<p>The focus is on basic grammar and language skills needed to complete a short form with personal information for employment purposes.</p> <p>Deaf learners will learn how to write simple phrases and some very short, simple sentences about something very familiar to them.</p>
Workplace Culture	<p>The lesson will also touch on workplace culture, specifically focusing on the importance of professionalism and accuracy when completing forms and providing personal information.</p> <p>Learners will learn about the expectations and norms in Canadian workplaces regarding written communication.</p>
Equity, Diversity, and Inclusion	<p>To ensure inclusivity, it is crucial to incorporate a diverse range of individuals in all learning materials and images. This includes individuals who are Deaf, 2SLGBTQ+, Indigenous, Francophone, from different cultures, as well as those with disabilities or who are neurodivergent.</p>





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Encourage learners to express their unique perspectives and experiences related to employment and writing, fostering an inclusive learning environment.

### Learning Activities and Tasks

#### Warm Up

Discuss the importance of written communication in the workplace. Ask learners to share their thoughts and experiences related to writing in a professional setting. Encourage them to discuss any challenges they have faced and the strategies they have used to overcome them.

#### Skill-building Activities

- Select one or more of the following activities that best suit your learners' needs:
1. Provide a sample form or create one together as a class. Explain the different sections of the form, such as personal details, employment history, and references.
  2. Model the process of filling out the form by completing a section together as a class. Discuss the importance of providing accurate and relevant information.
  3. Divide learners into pairs or small groups and distribute blank forms to each group. Instruct them to complete the form using their own personal information. Encourage them to ask questions and seek clarification if needed.
  4. Facilitate a class discussion on workplace culture and the expectations regarding written communication in Canadian workplaces. Encourage learners to share their observations and experiences related to writing in a professional context.

#### Skill-using Tasks

- Select one or more of the following activities that best suit your learners' needs:
1. **Information Gap:**  
Create an information gap activity where learners work in pairs. Provide each pair with a partially completed form, where some sections are missing. Instruct one student to have the missing information and the other student to ask questions to gather the missing details. This activity will help learners practice both asking and providing information in written form.





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	<b>2. Role-play:</b> Divide learners into pairs and assign each pair a scenario related to employment. For example, one student gives their simple form to their partner. Their partner asks simple questions related to the information on the form. The learners can then switch roles.
<b>Assessment Tasks</b>	<b>Form Completion Task:</b> Provide each student with a simple form and instruct them to complete it. Assess their ability to accurately and effectively provide personal information in writing.
<b>Reflection</b>	Ask learners to share their thoughts on what they have learned about writing in the context of employment. Prompt them to reflect on any challenges they encountered and how they overcame them. Provide an opportunity for learners to ask any remaining questions or seek clarification on any concepts covered in the lesson.

## Resources

<b>Outings and Guest Speakers</b>	N/A
<b>Extension Activities</b>	<b>Writing Portfolio:</b> Assign learners the task of creating a writing portfolio where they can collect and showcase their written work related to employment. This can include their completed forms, writing samples, and reflections on their learning. Encourage learners to regularly update their portfolio and to track their progress and growth in writing skills.
<b>Realia</b>	Bring in actual employment forms or job application documents used in Canadian workplaces. Discuss any differences or similarities they notice compared to the sample form used in the lesson. This will provide Deaf learners with a real-world perspective and help them understand the importance of effective written communication in various employment contexts.
<b>Websites, Videos, and Other Resources</b>	<ul style="list-style-type: none"> <li>• <a href="#">Skills for Success: Writing</a></li> <li>• <a href="#">Up Skills for Work: Writing</a></li> </ul>

